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ABSTRACT

These guidelines, designed to aid schools in developing their own curriculum guides and to assist teachers in planning courses, set out objectives for the development of oral, reading, and writing skills in Latin and for an understanding of Roman culture. Throughout the guide, the emphasis is on the development of the reading skill. The introductory material outlines a philosophy of second language instruction guiding program development and notes the intended use of the guidelines. Subsequent sections include: suggested specific behaviors, related learning activities, and evaluation activities for developing oral, reading, and writing skills at the first and second levels of instruction; goals, suggested learning activities, content areas, and evaluation activities for the cultural component of instruction at levels one and two; a recommended structure for instruction at levels three and four; a note on metrical instruction for reading Latin poetry; and suggested goals, learning activities, and evaluation activities for culture at levels three and four. (MSE)

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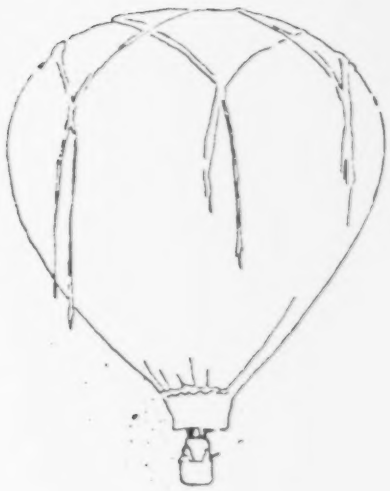
Suggested Learner Outcomes



Latin

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John M. Folks, State Superintendent
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August, 1985

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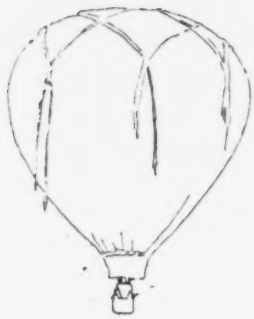

FOREWORD

During the academic year 1983-84 the Oklahoma State Department of Education began the process of producing standardized suggested learner outcomes in the five areas of Language Arts, Science, Math, Reading and Social Studies for grades 1 through 8. The goal was to have some stated objectives upon which teachers and administrators could build a solid curriculum which would ultimately provide a better education for the students of Oklahoma.

This process was continued during the 1984-85 year in the same five subject areas for grades 9 through 12. Secondary school foreign language learner outcomes were also devised for Spanish, French, German and Latin. Dozens of persons participated in the process and in June 1985 a second large group of teachers and administrators met to validate the learner outcomes. The booklet you have in your hand is the result of all this effort and we sincerely hope that it will be of assistance as you plan for effective teaching and learning in the classroom.

John M. Folks

John M. Folks
State Superintendent

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A Special Thanks To

The Oklahoma Curriculum Improvement Commission

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PREFACE

The Suggested Learner Outcomes you hold in your hand are the result of a great deal of input by many professionals in the foreign language education field. For budgetary reasons our committees had to be limited both in numbers and amount of time we could devote to the task. Our committee examined the best from many states and other educational agencies and chose to found its work on guidelines recently done in Texas. We are deeply grateful to the Texas Education Agency and to its Second Language Division for their permission to use their guidelines in this way.

The Oklahoma committee spent its time adapting, adopting, editing, deleting and refining and in the end produced a document with a focus on Oklahoma foreign language classrooms. We sincerely hope that it will prove useful in your daily teaching because that was our final goal.

The Development and Validation Committees

Philosophy

Acquiring foreign language skills is a long-term process, yet foreign language study undertaken on a short-term basis, e.g. for one or two years, can provide the following benefits for the learner:

— knowledge of and ability to use basic vocabulary and structures of the language
— awareness of the vast diversity among peoples
— greater sensitivity towards other peoples and other cultures
— development of insights into how language works
— improvement of study skills
— improvement of auditory discrimination and inference skills
— attainment of higher test scores on SAT's and ACT's

In addition to the above-mentioned benefits, foreign language study for over an extended period of time, e.g. for more than two years, can furnish the following advantages for the learner:

— increased ability to function in the language
— deeper understanding of the politics, geography, history and culture of the peoples who speak the language
— opportunities for advancement in one's chosen career
— enhanced enjoyment of international travel

Knowledge of a foreign language is thus, a source of lifelong satisfaction. It enhances one's professional and one's personal life.

INTRODUCTION

The purpose of this guide is to present the objectives for the teaching of Latin, Levels I-IV. The guide is designed to aid schools in developing their own curriculum guides and to assist teachers in planning courses.

The guide neither recommends any particular basic material nor advocates any specific methodology. The emphasis is clearly on objectives for the development of language skills — oral, reading and writing — and for an understanding of Roman culture.

The formulation of objectives for the learning of Latin inevitably takes a form different from that which is appropriate to modern languages. In Latin, the crucial linguistic objective relates to only one of the language skills — reading —since Latin is not generally taught as a spoken language. The other skills —listening, speaking, writing — are to be considered subordinate to the achievement of reading. When objectives are expressed in relation to these three, they are recognized almost as part of the process by which skill in reading is attained. The other important objective in Latin is the study of Roman culture and its relevance to modern civilization.

LATIN

LEVEL I

ORAL (Listening and Speaking)

Goals

Students will aurally comprehend simple Latin utterances. Students will read aloud with comprehension short continuous Latin passages with acceptable pronunciation and phrasing at a normal unbroken pace.

To demonstrate these abilities, students should be able to:

- Hear, discriminate, and imitate Latin vowel sounds, consonant sounds, diphthong sounds, stressed and unstressed syllables, the phrasing of continuous Latin passages
- Read orally simple Latin passages, showing evidence of comprehension

Suggested Learning Activities

In addition to performing the activities in the basic text and its supplemental materials, the students may:

- After hearing a series of words containing contrasting vowel sounds, raise their hands or respond by writing when they hear the sound requested
- After hearing a series of two or more words, mark S (same) or D (different) on their papers
- Produce acceptable sounds, words, phrases, or sentences in Latin, using teacher or tape as a model
- In an oral spelling bee, correctly spell a word after hearing it pronounced
- On a bingo card, find the correct spelling of a word pronounced by the teacher

- Perform songs, dialogs, and skits
- After seeing a picture and hearing a statement about it, tell whether the statement is true or false
- Respond in Latin to questions asked in Latin, the answers taking the form of short one- or two-word replies to factual questions
- Act out the meaning of words, sentences or continuous passages after hearing them spoken
- Give and obey commands

Activities for Evaluation

- Students draw pictures or respond by writing to show comprehension of continuous passages
- Students identify pictures orally described
- Students respond to oral questions in Latin with answer *ita/minime* or with one- or two-word answers, after hearing a passage read interpretatively
- Students answer yes/no or either/or questions, after viewing a visual
- Using tape or teacher as a model, students imitate words or sentences to test production of vowel and consonant sounds
- Students discriminate sounds, using minimal pairs
- Students read aloud passages not previously studied, demonstrating correct pronunciation and recognition of grammatical and syntactic units. The passages will contain familiar vocabulary and syntactic units.

READING

Goals

Students will read abbreviated and simplified Latin with comprehension and minimal reference to English. During Level I, the material read will usually be adapted Latin, although the use of short extracts of the genuine language need not be excluded. By the end of Level I, the reading material should be basically genuine Latin simplified. Vocabulary should be learned in context. Ideally, passages chosen for reading will employ shades of meaning inherent in the words and promote assimilation of these words into students' working vocabulary. The teacher must impress upon students the structural differences and similarities between Latin and English, while stressing the fact that every society has a distinctive way of expressing its thoughts, none of which is either more or less logical, efficient, or normal than that of any other society per se.

To demonstrate the ability to read Latin, students should be able to:

- Comprehend the function of inflection, word order, and gender in Latin
- Comprehend the basic function(s) for each grammatical case
- Comprehend all tenses of verbs and active and passive voice
- Recognize key words and phrases as tools for comprehension
- Tell the ideas given in a Latin passage without making a literal translation into English by answering questions in English about the content of the Latin passage
- Translate familiar passages into English as a means of evaluating comprehension.

Suggested Learning Activities

In addition to performing the activities in the basic text and its supplemental materials, the students may:

- Complete sentences with proper inflection when parts of words are left blank
- Given sets of at least three sentences, group together those that show the same syntactic structure

- List all the words or phrases in a continuous passage having the same function
- Generate additional examples of a new function or inflection
- Divide sentences into syntactic units
- Using phrases or short sentences, answer questions on the content of a story
- After reading a passage of generally familiar material, complete statements about it
- After reading three to five Latin sentences describing a person or event in a previously prepared passage, say who or what is being described

Activities for Evaluation

- Students select the statement corresponding to a given picture
- Students indicate comprehension of Latin passages through objective tests, such as true/false, multiple choice, and completion
- Students give or select an appropriate title for short Latin passages
- Students mark which of two Latin sentences is appropriate, based upon the content of a prepared passage
- Students summarize the main idea of Latin passages

WRITING

Goals

Students will write very simple phrases or sentences using appropriate grammatical forms with correct syntax.

To demonstrate this ability, students should be able to:

- Write original sentences about a familiar story, following a given syntactic pattern

- Write a Latin translation of a given English sentence using correct Latin syntax and idiom.
- Expand a sentence when given an appropriate cue
- Replace a word or phrase in a given sentence with another word or phrase showing the same function
- Compose or answer simple questions about prepared passages

Activities for Evaluation

- Students write simple completion, substitution, replacement, expansion, translation or transformation drills
- Sutdents answer questions on prepared passages in phrases or sentences

STRUCTURE

The following suggested list of structural items is to be taught in all the skills —listening, speaking, reading, and writing. The items are listed separately here for emphasis but should not be taught in isolation.

Nouns

- All five declensions, case, number, and gender

Cases

- Nominative: subject, predicate nominative
- Genitive — possession, description (with adjectives and partitive may be taught in Level II)
- Dative — indirect object, with adjectives, (with special verbs and compounds may be taught in Level II)
- Accusative — direct object, with prepositions, extent of time or space, subject or object of infinitive
- Ablative— with prepositions (place where, place from which, agent, accompaniment)
  — without prepositions (means, time when, separation, manner)
  — (comparison and ablative absolute may be taught in Level II)

- Vocative — direct address
- Locative

Note: The teacher should point out that appositives in all cases are possible.

Nominals

- Adjectives and infinitives used as nouns

Pronouns

- All forms, agreement with antecedent
- Personal
- Demonstrative: *is, hic, ille*
- Interrogative
- Relative
- (Intensive, reflexive*)

Adjectives

- All forms — I, II, and III declension, gender, agreement with nouns
- Possessive
- Numerals — cardinal, ordinal
- Reflexive
- Demonstrative
- Nine Irregular Adjectives
- (Comparison*)

Adverbs

- All forms: a) formed from adjectives
  b) all others
- (Comparison*)

* May be taught in Level II

Verbs

- Principal parts and stems of verbs in all four conjugations and the irregular verbs *sum* and *possum (eō ferō*)*
- Aspect — complete or incomplete action (e.g., perfect tense vs. imperfect tense)
- Tenses — present, imperfect, future, perfect, pluperfect, future perfect
- Voice — active and passive
- Person — 1st, 2nd and 3rd
- Number — singular and plural
- Mood: Indicative (independent clauses and dependent caluses), and imperative
- Subject-Verb Agreement, especially 4th principal part in passive voice

Infinitives

- Present active (passive*)
- Complementary

Enclitics

- *-ne, -que*

Question words other than interrogative pronouns

- *ubi, cur, unde, quo modo, num, nonne*

* May be taught in Level II

LEVEL II

The goals and learning activities and evaluation activities of Level II continue and expand those presented in Level I.

ORAL (Listening and Speaking)

Students should hear and read orally passages of moderately difficult Latin with proper phrasing, pronunciation and evidence of comprehension.

Suggested Learning Activities

In addition to performing the activities suggested in Level I, students may:

- Respond orally to Latin questions of greater difficulty by reordering familiar material
- Respond orally to material presented in a filmstrip, poster, slide, or other audiovisual presentation
- Supply correct responses to oral drills
- Recite poems and perform plays
- Assist in the development of a story by volunteering to add sentences to the beginning one supplied by the teacher

Activities for Evaluation

- Students record oral reading of passages
- Students form questions and answers over familiar and unfamiliar material.
- Students, upon hearing a sentence and being given two or three rejoinders, select the one that best completes the idea in the original sentence

READING

Goals

By the end of Level II, students will read unabbreviated and relatively complex Latin with comprehension.

To demonstrate this ability, students should be able to:

- Expand their syntactical knowledge (with emphasis on the subjunctive mood) and vocabulary to comprehend readings of increasing difficulty
- Recognize key words and phrases as tools for comprehension
- Increase their proficiency in summarizing the main idea of Latin passages and answering questions in English about those ideas
- Translate familiar passages into English as a means of evaluating comprehension

Most textbooks will include selections from Caesar. Although the course should be predominantly Caesar, students should be acquainted with the Gallic and Civil Wars. Two suggested approaches are: 1) Students should read at least one compaign in full from the Gallic Wars (e.g. Helvetian campaign, German threat to Rome, first expedition to Britain, customs of Gauls and Germans); 2) Students should read passages selected to show specific aspects of Caesar's personality and abilities (e.g., Caesar the military strategist, Caesar the leader of men, Caesar the social commentator).

A survey of Latin literature including both prose and poetry would be useful for students not going beyond Level II or as a transition for those going on to Levels III and/or IV.

Suggested Readings: selections from *Eutropius, Nepos, Livy, Erasmus, Gellius, Phaedrus, Pliny the Younger, Ovid, Horace, Catullus,* and *Martial.*

Suggested Learning Activities

In addition to performing the activities suggested in Level I, the students may:

- Read passages of sufficient variety, interesting content, and graded difficulty
- Paraphrase passages

- Formulate Latin or English questions on a passage
- Perform an original skit in Latin or English based on their comprehension of a passage
- Work in groups on difficult reading selections

Activities for Evaluation

- Students give oral or written summaries of familiar or unfamiliar reading selections
- Students answer objective questions in Latin or English about characters or situations in a passage
- Students, having prepared their own questions about a familiar passage, test their peers

WRITING

Goals

Students will do simple, controlled writing in Latin.

To demonstrate this ability, students should be able to:

- Change elements of given sentences or passages in Latin (e.g., active to passive; tense change)
- Express ideas in Latin, using familiar vocabulary and appropriate syntax

Suggested Learning Activities

In addition to performing the activities suggested in Level I, students may:

- Write sentences or paragraphs based on readings already studied
- Change stories into dialogs or dialogs into stories
- Write captions for illustrations

Activities for Evaluation

- Students write summaries of passages previously studied
- Students write last lines to poems or endings to stories
- Students write short paragraphs on a given topic
- Students write poems or dialogs

STRUCTURE

It is recommended that a review of Level I structural items precede the Level II study of structure. Level II will be an in-depth study of grammatical and syntactical principles, plus additional materials. The following suggested list of structural items is to be taught in all the skills - listening, speaking, reading, and writing:

Nouns

- All five declensions
- Genitive— Objective
  — with special verbs
  — with adjectives
- Dative — Possession
  — Purpose)
) Double Dative
  — Reference)
  — Agent
- Accusative — Two accusatives
  — Subject of infinitive in indirect statement
- Ablative— Without prepositions
  — With deponent verbs
  — Description
  — Respect
  — Comparison
  — Cause
  — Measure of difference

Gerunds

Pronouns

- Demonstrative: *idem*
- Indefinite
- Intensive
- Reflexive

Verbs

- Deponent
- Defective
- Subjunctive mood, all tenses and voices
    - Independent clauses - hortatory, optative, potential
    - Dependent clauses, including sequence of tenses
        - Purpose
        - Circumstantial (*cum* clauses)
        - Result
        - Indirect question
        - Conditions
        - Indirect command
    - Irregular: *volō, malō, nolō, ferō, fiō, eō*
    - Infinitives
        - Present passive
        - Perfect active and passive, future active
        - Indirect statement
    - Participles - all forms
        - Tenses:
            - Present active
            - Future active
            - Perfect passive
            - Future passive (gerundive)
        - Functions as adjectives
        - Ablative absolute
        - Active and Passive periphrastics

CULTURE

LEVELS I AND II

General Statement

Language is the very vehicle of culture and is inseparable from it. The most effective way, therefore, to discover the similarities and the distinctions between another culture and one's own is through mastery of a second language. Conversely, the only guarantee for mastery of a second language is a thorough understanding of the culture upon which the language is based.

Culture is defined as a concept embracing all aspects of human life: the patterns of everyday life as well as of the fine arts, literature, history and politics of a people. Through their study of Roman culture, students should acquire a general awareness of:

a) the geography, science, prehistory and history, myths, philosophy, and religious beliefs of the Romans

b) the social and political structure of the Roman people in their public and private life

c) the artistic achievements of Rome, both in literature and the fine arts

This awareness can be acquired through the use of primary Latin sources or secondary sources in English.

Students should:

- Distinguish between their concepts of the American family and the more extended Roman concept of *familia*
- Develop an appreciation of Roman concept of *pietas* as the bond uniting Roman society in a family of families through exposure to Roman stories about outstanding legendary and historical figures
- Distinguish between the personal and public religious beliefs of the Romans, and demonstrate a knowledge of classical mythology, citing examples of its sources, transmission, and importance in literature and the arts
- Develop an appreciation of the many facets of the daily life of the various classes of Roman society - food, clothing, shopping, housing, education, jobs, etc., and compare these facets of Roman life with their own lives

- Compare and contrast Roman and American customs surrounding birth, courtship, marriage and death

- Compare and contrast Roman and American sports, games, holidays, periods of leisure and other types of recreational activity

- Compare and contrast Roman and American legal, monetary, economic, military and political systems and practices

- Distinguish among the periods of the monarchy, republic, and empire, placing each in its proper historical context

- Become familiar with archeological monuments of Romans in Italy (particularly in the cities of Rome, Pompeii, and Herculaneum) and in North Africa and Western Europe

- Demonstrate a knowledge of Roman physical environment-geographical location, climate, and transportation and communication networks

- Demonstrate a knowledge of the importance of Latin as the source of the Romance languages and as an important contributor to the richness of the English language - especially through derivatives and loan words or phrases, mottoes and public inscriptions

- Recognize Roman achievements in the fields of art, architecture, engineering, and literature

- Recognize in some degree the impact of Roman culture on the Western world, especially on the Americas

Suggested Learning Activities

These items are not listed according to level, but are recommended for use as the individual teacher finds them suitable.

- Make clothing for dolls representing residents of Rome of various ages, sexes, and classes, or make authentic looking clothing to be worn to a Roman banquet

- Use pictures or other realia and give a report comparing Roman houses and furnishings with their modern equivalents

- Describe a day at school for a typical Roman child

- Select an occupation available to Roman men and/or women and write a help wanted advertisement in which qualifications for the duties of the job are listed.

- Describe to the class the events at one of the several types of public games presented in Rome
- Teach the class one or more of the games that children played in Rome
- Conduct the election of class officers in the Roman fashion
- Report orally or in writing the career of a famous Roman
- Report orally or in writing comparing the republican (Roman) with the democratic (Greek) influences on the form of government in the United States
- List the seven kings of Rome and some factual information about each
- List the Julio-Claudian emperors and some factual information about each
- Prepare maps depicting the extent of Roman rule at important dates in Roman history
- Report an important event in Roman history as a news correspondent would do it
- Report orally or in writing on some aspect of the Roman army, comparing it with the modern all-volunteer American army
- Trace the Roman road system on a map
- Build a model of some type of Roman architecture, e.g., temple, bath, townhouse, aqueduct or bridge
- Build a model of a Roman artillery piece, a crane for raising column drums, or some other example of Roman technology
- Report orally or in writing on the Roman water supply and sewage system
- Report orally or in writing, comparing two or more Romance languages in their structure, spelling and vocabulary
- Identify and look up Latin derivatives used in other subjects, e.g. history, English, science, etc.
- Given a list of praenomina, nomina, and cognomina, compose suitable Roman names for themselves to be used for the duration of the course, and explain to the class the correspondence of each part of the name to its modern counterpart

- Perform skits illustrating some aspect of Roman domestic life, e.g., the family during a meal, a religious exercise, or recreation (all skits prepared would be suitable for videotaping or filming)

- Prepare a menu, guest list, and seating arrangement for a formal Roman dinner, or prepare an actual informal Roman meal

- Report orally or in writing on the lares and penates and their place in private religious beliefs of the Romans

- Stage a Roman marriage or funeral with dress and other realia made by member of the class

- Use pictures and other representations to identify the twelve Olympian deities by their attributes and provinces

- Perform skits based on the adventures of the deities and their influence on the lives of mortals

- Perform a skit in which a magistrate forbids public business to proceed because of an omen, or other wise illustrate the overlapping of religion and politics

- Report orally or in writing on a fictional work with a classical theme

- Prepare a narrated slide show illustrating some aspect of Roman or Greek culture

- Other suggested learning activities may include the use of illustrations, posters, games or artwork on any topic relating to the cultural study

Activities for Evaluation

It is evident that culture cannot be evaluated in the same manner as the language skills. Although many of the suggested learning activities are designed for enrichment and motivation, some of them will lend themselves to evaluation. The questions below, together with a review of the learning activities, should lead to activities for objective evaluation of students' factual knowledge of Roman culture.

Students will research, discuss, collect, and/or display materials concerning the following topics and suggested questions. Where possible, students will perform topic-related activities.

- What was the structure of the Roman family? What were the relationships among the various members? What was the status of women in Rome? What light does an understanding of the Roman system of naming persons throw on this subject?

- On what bases did Romans form friendships and other types of relationships with those outside their own immediate families? How did Romans recognize differences in social status?

- What value did meals have in family and social life? What mealtime etiquette was observed in formal and informal situations?

- What religious beliefs and rituals were associated with birth, initiation into the community, coming of age, marriage, and death? What part did ancestors play in Roman religion?

- What part did religion play in the conduct of public affairs? What means were used to preserve and hand down religious beliefs?

- What were the staples of the Roman diet? How did diets differ among the social classes? Which foods were produced locally and which had to be imported? Of what foods did the typical meals consist? At what times of the day did the Romans take meals?

- How did the Romans dress? What variations were due to age, sex or social position?

- What differences were there between urban and suburban housing in the Roman world? What form did Roman houses and household furnishings take? How were Roman houses and towns beautified?

- How did educational practices of the Romans differ from our own? Who was educated and to what level? What form did the curriculum take? Was there free public education for all?

- What oocupations were open to Roman citizens? Did some positions carry more prestige than others? Was there a connection between the prestige of the job and the money earned?

- What value did Romans put on leisure? How did they spend their leisure time? What games and sports did they enjoy? Did the Romans prefer participation or spectator sports?

- What are some distinctive features of the Roman legal and political systems? Which have exercised an influence on American practices?

- What are some of the factors that contributed to the military success of the Romans? Which of the Roman generals were especially effective? What qualities did they have that made them successful?

- What were the three stages of Roman government? Who were some prominent figures in each stage? Are there any useful lessons to be learned from a study of Roman history?

- How did Rome's geographical situation affect its development? How convenient were travel, trade, and communication in classical times? How did the Romans surmount obstacles to these activities?

- What is the relationship of Latin to other languages of the world? Why do we find so many Latin words and their derivatives in the English language, even though it is not a Romance language? What value can the study of Latin have for the speaker of English or Spanish?

- How did Greek mythology differ from the Roman mythology? In what ways did Greek culture influence the Roman? How did the Romans, at different times in history, view this influence?

- Identify the major gods and heroes of both Greek and Roman tradition

LEVELS III AND IV

The textbooks used by individual teachers will determine the selections which will be read in the classroom. However, since all the selections in any one textbook cannot possibly be covered in one year, the following suggestions may be helpful.

The selection of materials will depend on the number of levels of Latin offered in a particular school. In schools where only three levels of Latin will be offered, the teacher may wish to combine the materials in Level III and Level IV in one year or alternate Level III one year, Level IV the next. The following suggested readings are based on prose in Level III and poetry in Level IV; however, many third year books include *Ovid*.

STRUCTURE

It is recommended that a review of grammatical structural items be included either as a separate unit of study or as an ongoing process with each reading assignment. This would include any new syntactical structures peculiar to certain authors' styles.

Level III: Readings

I. Sallust: *War with Catiline*

II. Cicero

A. Letters

B. Essays

1. *De Amicitia*
2. *De Senectute*

C. Orations against *Catiline*

D. Rhetorical Figures
(The figures of speech listed below are the most important ones used by Cicero)

1. Alliteration
2. Anaphora
3. Antithesis
4. Chiasmus
5. Climax
6. Hyperbole
7. Irony
8. Metaphor
9. Metonymy
10. Personification
11. Preterition
12. Simile
13. Synechdoche
14. Symmetry
15. Triad

III. Roman Drama

A. Plautus: *Menaechmi*

B. Terence: *Phormio, Adelphi*

IV. Miscellaneous Readings

A. Patristic Literature

1. St. Jerome: *Vulgate*
2. St. Augustine: *Confessions*

B. *Carmina Burana*

C. Apuleius: Cupid and Psyche (*The Golden Ass*) (could be read at end of Level II)

D. Pliny the Younger: Letters

Note: Most of the above selections will need to be heavily annotated by the teacher.

Level IV: Readings

I. Vergil

A. *Aeneid:* Books I, II, IV, and VI. Books not read in Latin should be read in English

1. Purpose - national epic
   a. National element
   b. Personal element
   c. Religious element
2. Sources - Homer's *Iliad* and *Odyssey*
3. Vergil's fame and influence on literature

B. Selections from the *Eclogues* and *Georgics*

II. Ovid: selections from *Metamorphoses*

III. Catullus: selections

IV. Horace: selections from *Odes, Epodes, Satires and Epistles*

V. Martial: *Epigrams*

VI. Juvenal: *Satires*

VII. Supplementary Reading (in English)

A. Homer's *Iliad*

B. Homer's *Odyssey*

C. Ernle Bradford's *Ulysses Found*

D. Stanford's *The Ulysses Theme*

E. Dante's "Inferno" (*Divine Comedy*) . . . suggested reading with Book VI of the *Aeneid*

F. Selected Greek plays

1. Oedipus plays
2. *Antigone*
3. *Oresteia*
4. *Medea*
5. *Lysistrata*

G. Philosophers

1. Plato
2. Aristotle
3. Seneca
4. Marcus Aurelius

METRICAL READING

In the study of Latin poetry some time should be spent on meter. Students should be able to do written scansion and encouraged to read aloud metrically. Most textbooks of poetry contain the rules for scansion. An excellent aid in the study of dactylic hexameter is a tape by Edith M.A. Kovach which may be obtained from the American Classical League Service Bureau.

CULTURE

Students should have the opportunity to become informed about the biographies of Roman and Greek writers, rulers, and statesmen. This opportunity may best be given through preparation of oral and/or written reports. There are excellent English versions of Latin and Greek literary works. The teacher should encourage students to read these translations so that the students may have a wider experience in Roman civilization than their readings in the Latin itself would provide. Many fine books on ancient Rome and Greece are available, including Will Durant's *Caesar and Christ*, Michael Grant's *The World of Rome*, and Edith Hamilton's *The Roman Way* and *The Greek Way*.

Suggested Learning Activities for Level III and IV

Refer to learning and evaluation activities for Levels I & II which may be modified for use in Levels III and IV. Further suggestions are:

Level III

- Report orally or in writing on Cicero's life and writings
- As news correspondents report on the Catilinarian conspiracy
- Conduct an interview with Cicero and famous contemporaries in the style of a talk show
- Give an oral presentation of a passage from an oration in Latin
- Present a skit of a dramatic event from Cicero's life or one of his speeches (e.g. Cicero meets Catiline; Cicero meets Caesar; death of Cicero)
- Report orally or in writing on the art of oratory in Cicero's time
- Present a scene from a Roman drama
- Write a reply in Latin or English to one of Pliny's letters

Level IV

- Do a map illustrating the travels of Aeneas
- Present skits of dramatic events from the *Aeneid*
- Report orally or in writing on Vergil's life and writings
- Give an oral presentation of a passage from the *Aeneid* or one of the shorter poems in Latin in meter
- Write a script for a movie of a dramatic event in the *Aeneid* (e.g. the burning of Troy)
- Conduct an interview with Vergil and famous contemporaries in the style of a talk show
- Write an epigram in Latin or English in the style of Martial
- Compare orally or in writing Juvenal's satiric style with that of a modern satirist (e.g., Mark Russell, Art Buchwald, Erma Bombeck)
- Write a modern myth using the technique of the *Metamorphoses*
- Compare orally or in writing Ovid's mythological accounts with those of Hesiod or Homer
- Make a map of Odysseus' wanderings
- Compare and contrast orally or in writing Aeneas' travels with those of Odysseus
- Make a family tree for Agamemnon or Oedipus
- Make a model of a Greek theatre
- Report orally or in writing on the origins and development of Greek drama
- Report orally or in writing on the influence of Socrates on Plato and/or Aristotle
- Perform a scene from a Greek comedy
- Perform a skit based on one of Plato's dialogs
- Conduct an interview with Aristotle focusing on his relationship with his pupil Alexander the Great
- Compare and contrast orally or in writing Epicurean and Stoic philosophies

Activities for Evaluation

Level III

- Why was Catiline dangerous to the status quo of Roman government? Why was Cicero exiled following the Catilinarian conspiracy? What differences in outlook do Sallust and Cicero have towards Catiline?

- In what ways was Roman drama influenced by the Greek plays? How were later authors, e.g., Shakespeare, influenced by Roman and Greek playwrights?

Level IV

- What were Vergil's motivations in writing the *Aeneid?* Define the terms *pius, fidus,* and *pudor.* What is their significance in the plot of the *Aeneid?*

- How did political situations in Rome influence the development of Martial and Juvenal's styles?

- What role did philosophy, or the philosophers themselves, play in Roman history? (e.g. Seneca and Nero)

- How do Horace and Vergil represent both the pastoral and the cosmopolitan themes in literature?